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| **Mathematics Gradual Release Lesson Plan** | | | | |
| **Grade Level 3rd** | | **Concept Addition and Subtraction** | **Teacher** | **Date(s)** |
| **Outcomes** | | | | |
| **Content**  *Common Core Standards &Essential Standards* | 3.NBT.2 Fluently add and subtract within 1,000 using a variety of strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | | | |
| **Big Idea**  *What is the key learning? Why are you doing this?* | 3 digit by 3 digit Addition using expanded form | | | |
| **Essential Question(s)**  *What question(s) should students be able to answer at the end of the lesson/unit?* | How can I use expanded form to help me add? | | | |
| **Knowledge**  *What do students need to know to be successful (e.g., formulas, vocabulary, etc.)?* | Expanded form, addend, sum, digit, ones, tens, hundreds | | | |
| **I Can Statements**  *What should students be able to do independently?* | I can use expanded form to add 3 digit by 3 digit numbers. | | | |
| **Evidence of Learning** | | | | |
| **Assessment**  *A good assessment should reflect mastery of the standards, a constructed response, and be completed independently.* | Students will solve these four problems using expanded form and then choose one of the problems to solve using another strategy as well.  196+398, 564+49, 486+235  A family drove 320 miles on Monday, 290 miles on Tuesday, and 180 miles on Wednesday. How many total miles did they drive? | | | |
| **Resources** | | | | |
| **Technology & Resources**  *List the technology and resources being used in the lesson (e.g., text, web sites, video, etc.)* | <https://www.youtube.com/watch?v=xVqqPwhZRDs> 4:40 – 6:28 Common Core 3 Digit addition strategies. Video clip can be shown as a demonstration in the explanation. | | | |
| **Materials**  *List all materials being used in the lesson* |  | | | |
| **Instructional Plan** | | | | |
| **Number Talk**  *During a number talk, the teacher presents an equation for students to solve mentally or a quick image for students to determine the*  *number of objects. Students compute mentally using a variety of strategies in a short amount of time (to promote fluency). The teacher facilitates discussion by having various students share strategies (teacher may record strategies or students may present/record their own strategies) and asks clarifying question. The teacher facilitates discussion regarding efficiency of strategies presented.*  **Or**  **Math Task**  *A task is a word problem strategically posed to challenge students’ thinking about a concept or skill. Tasks should be used to expose students to unfamiliar, yet appropriate concepts before formal instruction in a meaningful context. Tasks should also be used to revisit concepts during and after formal instruction in order to deepen students’ understanding of that particular concept. Students work independently or in small groups, using paper and pencil to solve, sharing strategies in a discussion facilitated by the teacher.* | Mrs. Gonzales bought 5 t-shirts at the mall. Each t-shirt cost $9.99. She also  had to pay a $3.99 tax for all the shirts. How much did she pay altogether? Use  the strategy that seems best. Explain how you arrived at your answer and show  any work below. | | | |
| **I Do (Modeling)**  *The teacher demonstrates while thinking aloud about the process used. The students participate by actively attending to the demonstration.* | Warm up: Students will solve 37+45 using expanded form and will write an explanation of how they did that in complete sentences.  Show students how to add numbers using expanded form by writing 235+467 on the board. Next you will break down each number into expanded form 200+ 30+5 and 400+60+7. Now that you have decomposed the number into hundreds, tens, and ones, add the hundreds 200+400=600, the tens 30+60=90, and then the ones 5+7=12. Now you need to combine the 600, 90, and 12, 12 can be decomposed into 10 and 2, you know 10 more than 90=100, so that hundred can be added to the 600=700 and you end up with 702. | | | |
| **We Do (Sharing)**  *The teacher provides the direction and invites the students to participate. Students contribute ideas and information. Decision making is negotiated between the teacher and students.* | Repeat the above process with 362+474 asking students to help decompose each number and to add the decomposed numbers up.  Repeat as needed. | | | |
| **Few Do (Guiding)**  *The teacher scaffolds help and provides support and corrective feedback. Students do the work collaboratively with minimal help as necessary from the teacher or other sources.* | Students will have 5 posted problems around the room and have the option of which 3 they can solve using expanded form. 182+96, 559+262, 798+123, 497+155, 846+137  Teacher will move from group to group providing support as needed or pulls a small group for more differentiated instruction. Whole class will share out answers and discuss the used of expanded form in solving addition problems. | | | |
| **You Do (Applying)**  *The teacher offers support and encouragement as necessary. The students work independently and are in control of the ideas and information.* | Students will solve these four problems using expanded form and then choose one of the problems to solve using another strategy as well.  196+398, 564+49, 486+235  A family drove 320 miles on Monday, 290 miles on Tuesday, and 180 miles on Wednesday. How many total miles did they drive? | | | |

Gradual Release descriptors adapted from http://greenspaceamdsb.pbworks.com/